Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY SEP 22 PM 1:04 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Wilson ID	153-907	Wilson	0
Vendor ID #	ESC Region #		DUNS # 190182501
7560001787	17		

Mailing address	City	State	ZIP Code
PO Box 9	Wilson	TX	79381-

Primary Contact

First name	M.I.	Last name	Title
Jerry	B	Burger	Superinedent
Telephone #	Email address		FAX #
806-500-5966	jburger@esc17.net		806-628-6441

Secondary Contact

First name	M.I.	Last name	Title
Richard		Soliz	Principal
Telephone #	Email address		FAX #
806-782-3418	rsoliz@wilsonisd.org		806-628-6441

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jerry	B	Burger	Superintendent
Telephone #	Email address		FAX #
806-500-5966	jburger@esc17.net		806-628-6441

Signature (blue ink preferred) — Date signed

9/22/2016

Only the legally responsible party may sign this application

701-16-105-045

Schedule #1—General Information	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	☒
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	X	☐
6	Program Budget SummaryX	X	☐
7	Payroll Costs (6100)	X	☐
8	Professional and Contracted Services (6200)	X	☐
9	Supplies and Materials (6300)	X	☐
10	Other Operating Costs (6400)	X	☐
11	Capital Outlay (6600)	X	☐
12	Demographics and Participants to Be Served with Grant Funds	X	☐
13	Needs Assessment	X	☐
14	Management Plan	X	☐
15	Project Evaluation	X	☐
16	Responses to Statutory Requirements	X	☐
17	Responses to TEA Requirements	X	☐
18	Equitable Access and Participation	X	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that– i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
3. Increase learning time and create community-oriented schools.
   (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
   (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8. The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS).

By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:

- Improves student academic achievement or attainment
- Is implemented for all students in the school
- Addresses in a comprehensive and coordinated manner:
  - improvement in school leadership
  - improvement in teaching and learning in academic content areas
  - professional learning for educators
  - student non-academic supports

In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete

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the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1
6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

   Adapted from Texas Early College High School Blueprint, Benchmark 2.
7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

   Adapted from Texas Early College High School Blueprint, Benchmark 3.
8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.
Adapted from Texas Early College High School Blueprint, Benchmark 5.
11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
    (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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	(B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators. 9. Use data to identify and implement an instructional program that is: (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.
10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
   (A) Screen all existing staff and rehire no more than 50 percent; and
   (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
   (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
   (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:
   (A) School leadership
   (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	**4-Year Total Budget Request**
$	$	$	$	**$**

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform.**
Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and focus for school reform

Wilson Independent School District (WISD) is applying for the ***Texas Title I Priority Schools (TTIPS, Cycle 5)*** grant on behalf of our school, **Wilson School**. The district will implement the **Texas State-Design Model** for this school improvement grant which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). The district's vision and focus for our reform model will be to: 1) substantially improve student achievement on our targeted campus; (2) implement a comprehensive school transformation program that is based on reliable research and effective practices (3) include an emphasis on parental and community involvement and 4) focus on the foundation curricula, aligned with the TEKS. ***(The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points)***

Sense of urgent need for change

The elementary campus was selected by TEA because it is identified as a "Priority" campus as well as a ***Persistently Low Achieving (PLA)*** campus. Wilson School has been identified as one of the State's struggling campuses ***demonstrating a strong academic need***. Thus, the district plans to fully implement the ECHS Model in order to raise substantially the achievement of our students and enable the campus to make Adequate Yearly Progress (AYP) and exit improvement status. Our Accountability Rating for 2016 was ***Met Standard*** but we did not meet the index target for Index 1 Student Achievement (target score is 60) the campus reported a score of 58. The campus has also had a high teacher turnover during the past several years. 41.2% of our teaching staff are beginning teachers and 31% are teachers with only 1-5 years experience, that a total of 72.2% of our teachers have 1-5 years experience or less. ***(As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)***

High expectations for results

The TTIPS, Cycle 5 grant provides an opportunity to re-invigorate the school, faculty, students, and community utilizing the Transformation Model with a campus leadership change, comprehensive curriculum reform in all aspects of teaching and learning, national staff development standards for campus/individual professional development, an extended learning time, implementation of SBR best practices, and a continued infusion of technology within the teaching & learning environments to cultivate the 21st century learners. Utilizing the Bold Choices checklist, Wilson School selected the ECHS Model to provide a road map to success.

Local Program Goals and Objectives

Objective 1: Improve student academic achievement tied to the state's content standards TEKS.
Performance measure: Increase number of students who exceeds the state averages on the STAAR tests in all content areas in 2017-2020 by 5%.
Strategy: Implement innovative strategies and proven methods for improving student learning. The goal of our TTIPS program is to institute practices in our school that enable ALL students to learn at the highest levels.
Objective 2: Provide our school principal, administrators, and teachers with additional services, programs and activities supporting professional development strategies.
Performance measure: 100% of campus staff will complete professional development activities in 2017-2020.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Strategy: Implement innovative strategies and proven methods for improving teaching. Professional development: the district knows that paying attention to learning for teachers and administrators is key to success.
Objective 3: Increase parental and community involvement on the campus through innovative strategies.
Performance measure: Parent involvement will increase by 20% in 2017-2020.
Strategy: Form student support alliances with parents and the community. Parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school.
Operational flexibilities that will be afforded the campus in a reform effort
WISD' administrators and campus administrators understand the need for the campus to have operational flexibility in order to implement a successful comprehensive school reform project. The district will employ a District Coordinator of School Improvement (DCSI) who will work and coordinate with the Superintendent's office and the campus principal, teacher leaders, service providers, teachers, parents, and students.
Organizational structures - In addition to district level support from our Superintendent, Business Manager and other district personnel, we will also have campus level support. The campus administration, the DSCI, the grant manager, the SIRC appointed PSP and a campus grant oversite committee will monitor the plan through the duration of the grant and will formally meet to oversee and evaluate the project. The grant manager will provide participants with multiple opportunities to interact, provide feedback, and determine if the project is being implemented in accordance with the plan. The grant oversight committee was formed through various stakeholder groups (parents, staff, local businesses) and will meet every 30 days to review progress and redirect the grant as needed.
Existing capacity and resources - As mentioned above Wilson School will have the full support of both district level and campus level personnel. The district received the TTIPS, Cycle 2 grant for our campus and we have experience in implementing and supporting a comprehensive school reform project. The activities of this initiative reflect cost-effectiveness, ensure the most effective use of public resources and avoid duplication of services. The district business office is fully integrated in the grant administration process, maintaining fiduciary and financial responsibility for all grant activities, processing and maintaining grant accounting data, requesting funds through the automated payment request systems, preparing and submitting expenditure reports in coordination with key grant personnel, and reporting accounting transactions properly. The leadership team will work closely with the business office to gather necessary fiscal information to fulfill the agreed upon grant management responsibilities. In addition, the leadership team, DSCI, and PSP will collect monitoring documents for all identified program description components required in the management plan both according to the required reports identified in the grant format and additional formative benchmarks determined and required by the leadership team; such as, specified student performance reports, walk through data, lesson plan rubrics, meeting agendas, etc.
Communication structures - As part of our school reform design the district and campus, the district will employ several external service providers: Region 17, ECHS TAP, and other vendors to be determined during our planning phase. Representatives of these service providers have collaborated with other campuses with TTIPS transformation grants and have a well-defined and integrated working relationship. The service providers have experience with federal and state grant programs. Region 17 has a long and respected work history with Wilson ISD and has assisted in several reform initiatives on other campuses. District, campus and service provider personnel will work together to provide the following:

- Direct line of communication with the Superintendent will be ongoing and regular;
- In response to campus needs, campus is provided with operational flexibility regarding budgeting, HR practices, staff development and school calendar;
- 90 day-action plans will be created and implemented according to identified CSFs;
- Campus needs reviewed regularly and reported to all stakeholders;
- Regularly scheduled meetings of the campus leadership team are held and reports submitted to the DCSI;
- All budget expenditures are logged and accounted for correctly;
- Campus principal and teacher leaders will be provided prompt assistance and support when requested;
- Teachers and staff participate in required training as determined by identified, data driven recommendations;
- The campus creates and develops a positive school climate; and
- Plans will be in place and followed regarding the fundamental purpose to have effective instruction as measured by identified indicators in the CSFs of the grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **153-907**	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$285,890		$285,890		$285,890		$285,890		$1,143,560
Schedule #8	Professional and Contracted Services (6200)	6200	193,500		193,500		193,500		193,500		774,000
Schedule #9	Supplies and Materials (6300)	6300	50,000		50,000		50,000		50,000		200,000
Schedule #10	Other Operating Costs (6400)	6400	7,500		7,500		7,500		7,500		30,000
Schedule #11	Capital Outlay (6600)	6600	-		-		-		-		-
Consolidate Administrative Funds		☐ Yes ☐ No									
Total direct costs:			$544,390		$544,390		$544,390		$544,390		$2,177,560
Percentage% indirect costs (see note):			N/A	-	N/A	-	N/A	-	N/A	-	-
Grand total of budgeted costs (add all entries in each column):			$544,390		$544,390		$544,390		$544,390		$2,177,560

Administrative Cost Calculation

Enter the total grant amount requested:	$2,177,560
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	N/A

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

	Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1	Teacher								
2	Tutor		2		$40,000	$40,000	$40,000	$40,000	**$160,000**
3									
Program Management and Administration									
4	District Coordinator (DSCI)		1		40,000	40,000	40,000	40,000	**160,000**
5	Teacher Facilitator/Curriculum		1		40,000	40,000	40,000	40,000	**160,000**
6	Counselor								
Auxiliary									
7	Community Liason		1		25,000	25,000	25,000	25,000	**100,000**
8	Title								
9	Title								
Other Employee Positions									
10	Title								
11	Title								
12	Title								
13		Subtotal employee costs:			$145,000	$145,000	$145,000	$145,000	**$580,000**
Substitute, Extra-Duty Pay, Benefits Costs									
14	6112	Substitute pay – **24 Teachers @ $80/day for 10 days per year**			$9,600	$9,600	$9,600	$9,600	**$38,400**
15	6119	Professional staff extra-duty pay - **$25 per hour for salaried staff and OT for hourly employees for staff training and other grant activities – 12 staff @ 10 days per year**			24,000	24,000	24,000	24,000	**96,000**
16	6121	Support staff extra-duty pay							
17	6140	Employee benefits - **$283,600 @ 15%**			37,290	37,290	37,290	37,290	**149,160**
18	61XX	Employee stipends – **Incentive pay for 38 staff members, individual amounts will be determined during planning phase** Specify amounts and criteria to earn stipend:			70,000	70,000	70,000	70,000	**280,000**
19		Subtotal substitute, extra-duty, benefits costs			$140,890	$140,890	$140,890	$140,890	**$593,560**
20		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$285,890**	**$285,890**	**$285,890**	**$285,890**	**$1,143,560**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:					
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:					

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	**School Climate PD Vendor - Will assist in promoting positive and sustained school climate that focuses on social, emotional and ethical and academic achievement**	$7,500	$7,500	$7,500	$7,500	**$30,000**
2	**ECHS TAP Provider - Provide instuctional materials, teacher coaching that will assist the district in implementing the ECHS reform model**	20,000	20,000	20,000	20,000	**80,000**
3	**PSP – Professional services provided to staff throughout the grant period in support of grant activities, assist the district with the various requirements regarding implementing the ECHS model**	16,000	16,000	16,000	16,000	**64,000**
4	**Region 17 Professional Development - Provide a wide array of training and PD identified by our leadership team according to the needs assesment to address all aspects of the ECHS reform model**	15,000	15,000	15,000	15,000	**60,000**
5	**Professional Development Training - Proivde professional development designed to improve teacher and staff leadership capabilities, student academic achievement, parental outreach**	15,000	15,000	15,000	15,000	**60,000**
6	**Texas Tech University – Provide professional development, curriculum design, and other activities in support of our ECHS grant activities**	70,000	70,000	70,000	70,000	**280,000**
7	**Counselor – To assist with students, teachers, other staff, parents with all ECHS grant activities**	50,000	50,000	50,000	50,000	**200,000**
	b. Subtotal of professional and contracted services:					
	c. Remaining 6200—Professional and contracted services that do not require specific approval:					
	(Sum of lines a, b, and c) Grand total	**$193,500**	**$193,500**	**$193,500**	**$193,500**	**$774,000**

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

	Expense Item Description					Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
63XX	Technology Hardware- not capitalized									
	#	Type	Purpose	Quantity	Unit Cost					
	1	**Distance Learning Labs – 2 labs per year**	**To support grant activities**	**5**	**10,000**	$20,000	$20,000	$20,000	$20,000	**$80,000**
	2									
	3									
	4									
	5									
63XX	**Technology Software- not capitalized**					5,000	5,000	5,000	5,000	**20,000**
	Specify type/purpose: **To support grant activities**									
63XX	**Textbooks/Curricular Materials**					5,000	5,000	5,000	5,000	**20,000**
	Specify type/ purpose: **Books, iBooks and other curricular materials**									
63XX	Supplies and materials to be used as student incentives									
	Specify type/ purpose:									
Supplies and Materials that do not Require Specific Approval										
6300	Supplies and materials that do not require specific approval: **Supplies needed to support student, teacher and parent grant activities**				20,000	20,000	20,000	20,000		**80,000**
	Grand total:				**$50,000**	**$50,000**	**$50,000**	**$50,000**		**$200,000**

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: **153-907**					Amendment number (for amendments only):	
	Expense Item Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total Budgeted Across all Years**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.					
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.					
	Specify purpose:					
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.					
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires authorization in writing.					
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.					
64XX	Advisory council/committee travel or other expenses					
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations					
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:						
Remaining 6400—Other operating costs that do not require specific approval: **Trave, hotel, registration fees to attend trainings, visit ECHS campus, attend seminars, workshops**		$7,500	$7,500	$7,500	$7,500	**$30,000**
Grand total:		**$7,500**	**$7,500**	**$7,500**	**$7,500**	**$30,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	**$0**
66XX—Computing Devices, capitalized								
2			$	$	$	$	$	$
3			$	$	$	$	$	$
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21				$	$	$	$	$
	Grand total:			**$**	**$**	**$**	**$**	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	116		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	94	81%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	22	19%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	00%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	93	80.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	17	14.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	15	12.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals			Local Form
Disciplinary placements in In-School Suspension	3		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	2		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	3		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	35	51%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	31	57%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		60%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	16.3		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the last three years of data, college is not a concept or a priority for the district students. Due to a lack parental support and limited exposure to college offerings, the Wilson students tend to go straight to workforce after high school. Our team feels that this grant would offer the next level to our students at a reasonable cost and we can facilitate all needs with-in our current school structure.

With a wind turbine field being developed in our district, our plan is to build a new state of the art facility within the next year that would enhance the ECHS format. We are currently aligned with South Plains JC for all CATE programs. The growth enrollment is expected to continue especially with the development of the wind/solar fields and new housing. The new facility will also draw new students from local overcrowded districts. Wilson witnesses an 18% growth 2015-16 year and we have seen the same increase this year in the district.

The district's college readiness indicators according to the Texas Academic Performance Report are below the state averages in all areas:

Average ACT Score All Subjects for 2014: 16.3, state average 20.6
Average ACT Score ELA: 15.6, state average 20.0
Average ACT Score Math: 17.3, state average 21.2
Average ACT Score Science: 16.3, state average 20.7

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	30.8		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	14.5	47.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	.5	1.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.4	4.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3.5	11.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	2	13.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	12.5	86.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6	41.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	4.5	31%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	1	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1.9	13.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1.1	7.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	29,657		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	34,042		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	34,260		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	47,138		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	51,927		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	10	29%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	8.5	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	6	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the data, over 41% teachers and all administration possess a master's degree. Since the district pays a stipend for masters, this is advantageous for both parties.

Wilson ISD tends to receive applications from young teachers. Most teachers tend to be good to excellent in technology and possess a well-rounded academic background. Most teachers are satisfied with the discipline in the district since the data indicates low instances of issues.

The students are bright and generally well behave which plays into the college mentality. ECHS will provide many students the opportunity to be the first generation in their families to attend and graduated from college according to the data.

All data focuses on recruiting stronger and more experienced teachers. With the onset of a new facility and industry moving into the district, Wilson ISD hope to retain families within our district boundaries.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						6	9	4	11	10	10	10		60

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							1	1	2	1	1	1	1	8

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Schedule #13—Needs Assessment

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and campus administrators reviewed all related documentation in order to understand the goals and objectives of the TTIPS, Cycle 5 grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the ***TTIPS Leadership team*** (Superintendent, Campus Principal, Counselor, Staff, and Teachers) met to discuss the grant and its implications.The Leadership team considered current campus accountability rating and other test scores and have decided to implement the ECHS model to address these needs.

We also held several meetings with our staff, parents, students, and community stakeholders during the months since the grant was released in July 2016. This group reviewed multiple measures of data including student achievement data, prior year STAAR data, student demographic data, student attendance, student survey's parental involvement data, social services provided, and other pertinent data. The data was then reviewed by the entire school community - administrators, teachers, staff, families, and community members - in order to develop school improvement goals that are based on data and supported by all stakeholders.

The Leadership team brainstormed about the campus needs, identified activities, reviewed tracking and monitoring needs, and identified necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to make an increase in the low performing content areas to transform this low-performing campus into a higher-achieving community-based school within the proposed 5-year funding cycle.

After this brainstorming meeting was held, the team completed a ***Comprehensive Needs Assessment (CNA)*** tool which considered the targeted campus needs. In addition to completing the CNA form, the team discussed identification of community partners, designation of personnel to manage this project, identification of lead teachers, and the need for a more job-embedded professional development plan.

CNA Review: Checklist for CNA included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; and 3) all grade levels were reviewed along with the identified low performing group. The needs for the CNA were reviewed over the last few weeks in addition to longitudinal data which required significant time during the pre-award period. This data will again be reviewed during the post-award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff was encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The selected **Transformation Model** matches the needs identified in the CNA. Therefore, the campus scheduled this type of school improvement model. In accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment and a variety of activities that allow each applicant to participate without regard to gender, race, origin, color, or handicap. The district utilized the needs assessment that was conducted during the planning phase to identify barriers and develop solutions. (***Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)***

Assessment

The district had a variety of groups who were involved in the design of the intervention model. The groups had campus and district-level administrators, teachers, parents, paraprofessionals, Region ESC staff, external consultants, and trainers involved. The proposed project was developed from an extensive study of student, community, and campus needs. The campus has failed to have consistency in many areas due to teacher effectiveness because of staff turnover, student mobility and other major needs such as improved academic performance, better use of data to drive instruction, effective leadership and teachers, improved assessments and improved communication. ***(The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)***

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

☐ with Rural LEA Flexibility modification

X Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After reviewing all available information through our Needs Assessment and reviewing the comprehensive school reform models offered through the TTIPS, Cycle 5 grant, the district determined the model that best met the needs of our campus was the **ECHS Model** based on the the following needs:

1) **Improve Academic Achievement:** Due to our Accountability Rating of **Improvement Required**, the campus's major need is to improve our academic STAAR scores in all content areas, especially Reading/English Language Arts and Math.
2) **Improve Teacher Quality:** Funds are needed to provide our teachers with professional development and other needed resources in order to provide students with additional one-on-one assistance, allowing the campus to double block classes; thus, providing students more time on task, and providing extended learning time.
3) **Improve Parental Involvement:** Research has proven parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Teachers ranked strengthening parents' roles in their children's learning as the objective that should receive the highest priority in public education policy over the next few years.
4) **Improve School Climate:** The campus suffers both a high teacher turnover rate and a low daily attendance rate. Funds will be needed to assist the district in developing a plan to improve the campus school climate.
5) **Implement the ECHS Model:** By the TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12. (***The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points)***

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD is a one campus district, grades EE-12 and we utilized the TTIPS grant Decision-Making Process to determine *What we would hope to accomplish by applying for the TTIPS grants?* After a detailed review of the collected data and Comprehensive Needs Assessment, we determined to apply for the ECHS Model.

As the administration reviewed various successful models of communication, it was decided to employ web-based surveys for parents, teachers, and students. This has resulted in creating a parental involvement policy. Parents also participated in the committee meetings to determine if the campus should apply for the TTIPS grant. To resolve the perception that our campus is solely responsible for student academic achievement, parents and community voices will now be viewed as part of the solution and a critical component connected to identified areas of interest as determined by surveys and informal conversations. This will be an initial first step to gain parental support for other activities and policies as well as events and active parent/stakeholder participation in committee work for the betterment of Wilson ISD and our surrounding community areas. Mutually improved attitudes toward external involvement will become a habit, exhibited more than just when it is required, as involvement is solicited and encouraged by all.

Wilson ISD and parents will be involved in determining the types of programs needed to build the capacity of parents through personal growth, thereby supporting and encouraging their child's school performance. The shared responsibilities will be reflected in the active, revised WISD-Parent-Community Compact/written parental involvement policy. This parental involvement policy will be developed and finalized during our planning period. WISD will provide further capacity building with parents to support school performance by offering various professional development activities to meet their interests/needs as suggested by various constituents; better understanding of assessments within the accountability systems, adult literacy, adult budgeting and personal management, computer skills and instructional opportunities through technology are a few possibilities.

Meaningful and monitored participation follow-up events will demonstrate and recruit other adults in the school area. These planned activities include but not limited to: flexible meeting time, parent resource room on campus or at off-site location as space is available, parents-as-teachers training to begin the educational involvement from birth, parent visibility on campuses in a multitude of roles. Community members and parents will play an active role in preparing students to enter the feeder school system currently offered by Wilson ISD. During the implementation of various programs, parent leaders are identified in various areas of the learning environment and are encouraged to bring their ideas and suggestions to the committee, staff members and administration personnel for future discussions among the partnership-driven school climate and culture.

We have potential strategies to accomplish Critical Success Factor 5: Increase Parent/Community Involvement:

- Determine if a single or multiple communication strategy to contact parents/community leaders is best.
- Promote partnerships with community leaders, businesses, higher education entities, faith based groups, and other non-profits to increase opportunities for the students and to increase resources for campus programs.
- Study supporting research to mine other effective strategies.

Schedule #14—Management Plan

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County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The responsibilities of DCSI will include: oversight of the reform process, ensuring responsiveness of district offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical district level-leaders, assisting in eliminating any district-level barriers that may hinder the reform process, and serving as a resource and mentor to the administrator and campus. Additionally, the DCSI will be required to attend all meetings/professional development sessions throughout the duration of the reform process in order to covert our campus to a ECHS.	This position will require a Bachelors or Masters Degree in Educational fields, a minimum of 10 years' experience in education including teaching and administration, experience providing professional development, strategies for collaboration, and leadership development and experience working at the district level to ensure programs are implemented and campuses are following required state guidelines.
2.	Superintendent	He is responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.	Texas certified Superintedent
3.	Campus Principal	The campus principal will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the DCSI.	Texas certified Principal
4.	Teacher Leaders	This position will bring a great deal of experience in technology programs to the district's grant program. The Teacher Leaders will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed.	This position will require a Bachelors Degree in Educational fields, a minimum of 10 years' experience in education including teaching and administration, experience providing professional development, strategies for collaboration, and leadership development and experience working at the district level to ensure programs are implemented and campuses are following required state guidelines.
5.	All evels of District and Campus Personnel	All levels of the district administration including the Superintendent, curriculum coordinator, technology coordinator, campus principals, teachers, project director, librarians, counselors, etc., will actively support all program activities and initiatives.	Experience will vary since this includes administration, support staff, tutors, aides, teachers, teacer leaders, etc.
6.			***(Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 points)***

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Region Service Center 17	Provide professional development through out the 4 year grant period as needed including planning assistance, data analysis support, develop leadership capacity and to assist the district in sustained comprehensive school reform.	Qualifications, experience and certifications will be varied depending on services and professional development.
2.	ECHS Technical Assistance Provider (TAP)	Provide expertise in leadership coaching for principal, assist with creation, evaluation, and revision of grant required rubrics, evaluate and revise strategies as needed, assist in campus operation and system issues. Provide access to training, coaching and tech assistance in earning our ECHS designation.	Qualifications, experience and certifications will be varied depending on services and professional development. Experience working with campuses regarding comprehensive school reform models.
3.	PCP	Ensure grant committees are formed and all evaluation instruments are created. Provide teacher leaders to include classroom management, appropriate lesson planning, co-teaching, student assessments, inclusion of manipulatives, and other student centered activities. Provide coaching to ensure readiness for High School and Post-Secondary education/training. Provide access to training, coaching and tech assistance in earning our ECHS designation.	Qualifications, experience and certifications will be varied depending on services and professional development. Experience working with campuses regarding comprehensive school reform models.
4.	School Climate Provider	Provide expertise in leadership coaching for staff, assist with creation, evaluation, and revision of grant required rubrics, evaluate and revise strategies as needed, assist in campus operation and system issues. Services will include assistance in promoting a positive and sustained school climate that focuses on social, emotional, ethical and academic achievement for our students.	Qualifications, experience and certifications will be varied depending on services and professional development. Experience working with campuses regarding comprehensive school reform models.
5.	Texas Tech University (TTU)	WISD will partner with Texas Tech University (TTU) to establish an ECHS by the fall of 2017 which will serve grades 9-12, provide college credit courses and preparatory and college readiness courses and guidance. Our DCSI, PSP and community liason will interact with the college and the campus on a regular basis.	Qualifications, experience and certifications will be varied depending on services and professional development. Experience working with campuses regarding comprehensive school reform models.
6.			***(The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points)***

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per **Federal Statutory Requirements**, the district staff feels confident that they have the **capacity and commitment** to provide adequate resources and related services to the campus to implement, fully and effectively, the required activities of the school intervention model, ECHS. The district has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Counselor, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of our students. ***(The level of involvement and commitment to the project of all participants, including management, staff, collaborators, and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. (4 Points)***

Campus Support: WISD administration will require the campus staff to document that a minimum of 100% percent of the faculty support involvement and agree to implement the key practices of the ECHS Model. The campus will appoint a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district and campus support for the initiative, and participate in all required training. All campus faculty and administrators will participate in all staff development held at the school.

Teachers and Principal Support: As part of the ECHS Model, the ECHS TAP will provide teacher leaders and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The ECHS TAP workshops will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement. ECHS TAP school improvement consultants will provide continuous on-site, electronic and telephone support.

Superintendent and School Board Support: The campus has the support and approvals of the Superintendent and the School Board with the implementation of this grant and reform program.

WISD has the capacity to use grant funds to provide adequate resources and related services and support to the campus to implement, fully and effectively, the required activities of the ECHS intervention model. Factors associated with capacity are: WISD:

- Has staff qualified for a restructuring team;
- Is willing to take extreme action in failing schools;
- Is willing to bring in outsiders if needed for student learning;
- Is willing to require administrative staff to make changes to support restructured schools;
- Is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience;
- Will develop a professional development procedure/plan for new teachers/staff to educate them on the ECHS/TTIPS program and bring them up to speed in the TTIPS process.

Leadership is crucial for effective, lasting school improvement. Although research has established that strong, competent principals are vital for high-performing schools (Hallinger, 2003; Leithwood, 1994), attention is turning increasingly to the importance of effective district leadership and their contributions to school improvement including:

- Providing support for quality leadership;
- Developing and maintaining positive relationships;
- Providing policymaking and budgetary decisions that support improvement;
- Engaging in ongoing evaluation of the administration as well as self-evaluation;
- Engaging in training and professional development.

Effective district leadership can enhance the success of a school. The research highlights some important factors that district's should consider when making decisions about school improvement efforts. Effective leadership provides support for quality leadership, establish positive relationships with community and school stakeholders, set policies and budgets that support improvement, engage in ongoing evaluation, and participate in professional development.

WISD is committed to assist our school to fully implement the proposed ECHS school improvement activities and is dedicated to doing whatever it takes to make students successful!

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WISD TTIPS program will be sustained with funding from in-kind contributions, community contributions, Title I, Part A, Title II, IDEA, ERate, and local funding. We will also utilize funding from other state funded competitive and non-competitive programs. ***(The proposed project will be coordinated with similar or related efforts utilizing existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 Points)***

WISD's goal in applying for grant funds is to **build capacity in school personnel** to continue successful school improvement strategies. The gradual release built into the four years of grant funding is predicated on initially building the knowledge and skills necessary, receiving coaching and participating in professional learning communities to learn to apply skills, taking ownership of the process, building purposeful **Continuous Improvement Plans** based on student data, and moving to independently sustaining the process as the support diminishes and the school moves towards advancing the process on our own.

Programs provided by **external providers** will be evaluated based on multi-level data, including C-BAM to measure changes in school, classroom, student and overall program, and input from external partners, school participants, and other leaders. The primary goal for the evaluation system will be to foster an environment of continuous improvement. The data collected through evaluation will be used by the school and other providers to review and revise - on an ongoing basis - the approaches used to improve student learning. The campus principal will ensure that assessment of each provider's services will be ongoing. Ongoing assessment, as well as ongoing communication will be documented and include the following: immediate evaluations of particular training sessions or on-site consulting visits, regular debriefings between school leaders, representatives and provider staff; time in regular staff meetings to discuss the staff's impressions of the provider's services, and structured reviews of progress.

WISD currently has staff members who provide **technical support and oversight** concerning the school's improvement process. The school's ECHS improvement model includes the requirement of data-driven decision making, selection and use of scientifically research-based programs, frequent monitoring of improvement strategies and actions, and a process of reflection and adjustment. WISD is committed to an appropriate level of support and oversight for our ECHS/TTIPS campus in order to sustain reform efforts.

Lead/Intervention teachers will be employed at our ECHS/TTIPS campus to implement selected reading and math intervention programs. Through improved instructional practices and a focus on utilizing individual student data to design instruction, teachers will attain the necessary tools to effectively differentiate instruction in core classrooms to meet the needs of students without additional intervention staff. Based on the evaluation and both formative and summative student data, the district will assess the need to continue intervention services.

As per Federal Statutory Requirements, the campus will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan will include a procedure to include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period:

- Make better use of existing resources;
- Maximize federal, state, and local revenue;
- Create more flexibility in existing streams;
- Continue building public-private partnerships; and
- Generate newly dedicated revenue.

The campus will continue to utilize, as in-kind contribution, their current supplemental software, books, computers, rooms, and facilities to provide assistance to continue the concept of the Texas Title I Priority School Program beyond the funding cycle. Technology equipment purchased through federal and state funds will also be utilized to allow teachers and students to use the computer equipment during and beyond the regular instructional schedule. Professional development training will be offered and will be a tremendous resource that will aid in sustaining the plan during and beyond the grant cycle.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A critical step for campus transformation is articulation of the school performance goals. When we set improvement achievement goals for our school, we were careful to include all campus staff, input from students as to their perceived areas needed for improvement, the targets set by the Texas Education Agency and suggestions from outside consultants. Since we are graded at the state level by AEIS indicators and at the federal level by AYP indicators, these played a major role in determining several of the critical performance measure we will use. In addition to the state and federal targets, we also determined that we need to set target goals for our project to include such areas as:

- Number of grades recovered per semester by students who had failed a course and were at risk of non-promotion
- Reduction in achievement gap by students in the various subpopulations
- Retention of students in our school so that our mobility rate is seriously reduced
- Frequency of use of technology in instruction
- Lab time used by instructors in science
- Number of students passed to the next grade have met expectations on all state assessments for their current grade
- Number of students who graduate with a minimum 60 college credit hours

Essential to evaluating the progress of our ECHS transformation is to examine the value of data being collected to determine its relevance. Our evaluation team will regularly discuss this along with consideration if different or more relevant data should be included. In this way, we will reduce collection of irrelevant data and correct the evaluation process to include data that is measuring progress or lack thereof. ***(The methods of evaluation provide for examining the effectiveness of program strategies. (2 points)***

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Overview of the Data Collection Process The TTIPS Grant project Data Collection Process consists of five steps: 1) data collection; 2) data entry; 3) data storage; 4) data statistical analysis; and, 5) data reporting. ***(The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 points)***

Types of Data Collected. Data collection is based on the TTIPS Grant's stated Goals, Performance Indicators, Project Outcomes, and Measurable Indicators as delineated in the project design. Data collection is based on the measurable indicators in the design. Planned data collection includes:

- STAAR Test Scores;
- School Grades;
- School attendance;
- Project activity attendance;
- Number and severity of disciplinary actions;
- Stakeholder and participant opinions about Project benefit and quality;
- Number of participants served; and
- Program activities.
- Teacher opinions about project effects on classroom performance, behavior, participation, grades, and homework completions.
- Outcomes for community members (jobs found, work skills gained, other skills gained, etc.).
- Other data as requested or needed by Leadership Team.

Quantitative data collection includes; Mid-year and annual site visits and summary documents; analysis of student work and student achievement data; attendance rates and STAAR passing, State Assessment proficiency and exemption rates. In addition to these measures, the project will also be monitored for continuous improvement focuses on student achievement. All decisions for continuous improvement will be data driven and implemented to ensure student success. All data will be provided and collected by the TTIPS Leadership team. ***(The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 Points)***

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The campus will solicit feedback and monitor progress on an on-going basis. The campus staff will use the information gathered to provide for continuous improvement of the project. The Leadership team, District Coordinator of School Improvement (DCSI), and campus staff will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program, as the stakeholders deem appropriate. The absolute priority is for the campus to meet and exceed the state and local academic standards. ***(The procedures ensure feedback and continuous improvement in the operation of the proposed project through ongoing monitoring and adjustments as needed. (3 Points)***

The district and campus will track the progress towards meeting the Critical Success Factors and milestones through Quarterly Implementation Reports. Tracking these Critical Success Factors are important because they reflect the necessary behavior changes that must be demonstrated by students at the campus and by adults working on their behalf. The utilization of the Quarterly Implementation Reports demonstrates the campus' commitment to ensuring it meets AYP and exits improvement status. Quarterly Implementation Reports, End-of-Year Reports, and Final Evaluation will address the following;

- The extent to which the activities of the project were implemented as planned:
- The effectiveness of the activities in achieving the goals and objectives of the project;
- The impact of the project activities on the participants; and
- The extent to which the performance targets were met.

(The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). (3 points)

The targeted campus staff will comply with the evaluation requirements that are established by the Texas Education Agency (TEA). The campus will evaluate the degree of planning, implementation of the project, degree of collaboration, level of staff development training, and level of curriculum and instruction that was utilized. All evaluation reports will be in the format as requested by TEA. The campus agrees to collect and provide the following mandatory performance measures:

- Reform/Improvement Activities;
- Annual Performance Goals; and
- Quarterly Implementation Reports.

Information collected will be used to measure progress and serve as a basis for program modifications or benchmarks of progress. Scores accumulated from progress reports and report cards will be used to gauge participants' academic improvement throughout the grant period. Monitoring will occur through demographic and testimonial information gathered from program participants, parents, staff, collaborating agencies, and the community.

Program staff will monitor the academic progress reports, attendance, discipline referrals, and program absence reports. Analysis of the data will be performed on a frequent and continuous basis to yield feedback to the Principal, Leadership team, District Coordinator of School Improvement (DCSI), and staff on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. The methods of evaluation referenced above will provide the ability for team members to examine the effectiveness of the project strategies. (***The methods of evaluation provide for examining the effectiveness of project strategies. (2 Points)***

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External consultants are of sufficient quality to ensure successful implementation. As per Federal Statutory Requirements, the campus will recruit, screen, and select external providers based on our CNA findings, past effectiveness of training provider, and cost effectiveness. External providers not currently selected but who have demonstrated effectiveness with the current identified campus needs and has proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority.

As per the grant's model options, the campus has opted to use the **ECHS Model** with ***the Texas ECHS Technical Assistance Provider (TAP)*** services as an external provider. The purpose of the ECHS TAP is to work in conjunction with the Texas Education Agency to improve student performance. ECHS TAP provides schools with information, clarification, resources, and technical assistance, and training regarding the ECHS school improvement process.

The goals of the service provider include developing increased leadership capacity in administrators and building knowledge of content and instructional strategies in teachers. The aim is to raise learning expectations for teachers, students, and administrators and to create a learning culture that facilitates improved student performance through the use of ECHS reform model.

The ***ECHS TAP*** offers the following services:

- Provides information and clarification regarding ECHS school improvement requirements;
- Conducts needs assessments through on-site visits;
- Assists school personnel in developing and implementing an effective Campus Improvement Plan;
- Assists school administration in selecting a Campus Administrator Mentor (CAM) or Technical Assistance Provider (TAP) who will insure the Campus Improvement Plan is being followed, monitored and modified;
- Serves as a resource for schools and for CAMs and TAPs as schools implement their Campus Improvement Plans
- Manages the CAM and TAP application process and provides training for approved applicants;
- Offers conferences with "ECHS Best Practices" that will accelerate the improvement process on a campus;
- Provides networking opportunities for School Improvement Campuses with Distinguished Schools at Best Practice conferences; and
- Creates publications to assist improvement.

Region XX, Provide teacher coaches to include classroom management, appropriate lesson planning, co-teaching, student assessments, inclusion of manipulatives, and other student centered activities. Provide coaching to ensure readiness for high school and post-secondary education/training.

During our planning period if any of our external provicers cannot fulfill the terms of the proposed contracts, WISD will contract with another service provider capable of performing the contract terms. This will be completed through a vendor selection process that the district currently has in place.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our DSCI and Leadership team will develop and provide the oversight for the external service providers and District administration will handle all contract related issues. Reports will be issued to key personnel, dates and calendars will be published and distributed after the "planning" phase as the details of the grant are confirmed.

WISD's goal in applying for grant funds is to **build capacity in school personnel** to continue successful school improvement strategies. The gradual release built into the four years of grant funding is predicated on initially building the knowledge and skills necessary, receiving coaching and participating in professional learning communities to learn to apply skills, taking ownership of the process, building purposeful **Continuous Improvement Plans** based on student data, and moving to independently sustaining the process as the support diminishes and the school moves towards advancing the process on our own. Programs provided by **external providers** will be evaluated based on multi-level data, including C-BAM to measure changes in school, classroom, student and overall program, and input from external partners, school participants, and other leaders. The primary goal for the evaluation system will be to foster an environment of continuous improvement. The data collected through evaluation will be used by the school and provider to review and revise - on an ongoing basis - the approaches used to improve student learning. The campus principal will ensure that assessment of each provider's services will be ongoing. Ongoing assessment, as well as ongoing communication will be documented and include the following: immediate evaluations of particular training sessions or on-site consulting visits, regular debriefings between school leaders, representatives and provider staff; time in regular staff meetings to discuss the staff's impressions of the provider's services, and structured reviews of progress.

Wilson ISD will use the ECHS Transformation Model supported by the ECHS Technical Assistance Provider and supplement with outside resources needed to meet the individual needs of our campus. The grant leadership team has many years of experience in screening providers of services and will establish criteria required for needed external providers. Through grant funding the district will be providing on-site technical assistance via a Professional Service Provider (PSP) In addition, WISD will use assistance from the ECHS TAP staff to help recruit, screen and select external providers. This process helps to insure that we have providers that will be in concert with the ECHS Transformation Model and the support provided by TAP. The primary goal will be to secure primarily providers who have served as TAPS, CAMS, and/or state CIT members or who have successful histories of providing such services with independent school districts. An additional strength of an external provider will be their capacity and authorization by the State Board of Education to provide CPE units. This would include options offered by the Region Service Centers or providers who have contracted with a Region Service Center. Another resource group will be content specific specialists that are recognized by the state as qualified to provide staff development in content specifics, such as the Math Instructional Coaches from the TEA list, consultants with a proven track record of success working within similar campuses, and the inclusion of partnership involvement support to bring the training from the world of work and real world situations into our ECHS program. In cases where these do not exist, WISD will request references from the provider applicants in order to check with other schools to determine the effectiveness of the potential provider.

With the assistance of the ECHS TAP, WISD will participate in the development of RFQs for the creation of assessment rubrics or valid and reliable templates of suitable instruments that state the objective of the service to be provided, state measureable objectives that can be used to determine the effectiveness of the service provided, and help determine the value added in relation to the cost. Bias and subjectivity will be limited through this process. Involvement of stakeholders will be available. Conflict of interest statements will be secured. The intent is to eliminate and guide the decision-making to use providers, services or programs that are able to maximize impact on our ECHS transformation model and ultimately, for student achievement. Low performing providers will be replaced in a timely fashion on an as-needed basis.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Wilson ISD will implement a school improvement reform program that is unique to the school and responds to the needs of our campus, the ECHS reform model.
2.	The district will designate an individual or office with primary responsibilities for supporting the district/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant approved by TEA; serve as the district liaison to TEA, Texas Tech University and those providing technical assistance and/or contracted service to the campus as part of the approved grant. The district will notify TEA immediately of any changes to this contact.
3.	A team from the district/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Advancing Improvements in Education Conference, ECHS workshops and training and sharing of best practices through the TEA program office.
4.	The campus will fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework, at the level described for priority schools; regardless of model selected for implementation. Through this engagement, schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, implementation and monitoring; as delineated in the TAIS framework.
5.	The campus will engage in necessary efforts to align and complement existing school improvement strategies, goals and interventions in our final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
6.	At the close of the pre-implementation period, the district/campus will prepare and submit an Implementation Readiness Portfolio to the TEA program office. The district/campus will engage with the TEA program office to provide clarifications and adjustments to the portfolio based on the review and assessment recommendations. This portfolio will include:
7.	• A vision statement for transformational change on campus • Core values aligned to vision statement • Annual Performance Goals • Evaluation of staff effectiveness and projected staffing needs • Finalized multi-year implementation plan • Evidence of effective professional development in asset-based thinking • Demonstration of family and community input for final intervention design and plan for meaningful and
8.	The district/campus will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
9.	The district will provide access for onsite visits to the district and campus by TEA and its contractors.
10.	At periods during implementation, the district/campus will participate in a formative assessment of the district's capacity and commitment to carry out the selected school improvement intervention model.
11.	WISD will apply for Texas ECHS designation, no later than the 2018-2019 school year.
12.	WISD will have in place by the fall of 2017 key partnerships in place that will enable success as an ECHS, these partnerships include: our partnership with Texs Tech University and confirmed with a signed MOU and a partnership with a Texas ECHS that has retained disgnation for four years ans assessed as exemplary using the Texas ECHS Blueprint.
13.	***(The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)***
14.	

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WISD does **not currently** have any ongoing, existing efforts that are similar or related to our planned TTIPS project.

To ensure that the program **continues after the grant period**, the campus will actively look for funding sources that help support and sustain this program over an extended period of time. The campus' plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

As per Federal Statutory Requirements, the campus will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan will include a procedure to include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period:

- Make better use of existing resources;
- Maximize federal, state, and local revenue;
- Create more flexibility in existing streams;
- Continue building public-private partnerships; and
- Generate newly dedicated revenue.

Wilson ISD currently has available rooms and space to comfortably add additional personnel and classes. The district has 1-1 computers for all HS/JH students and a wide band-width for supporting on line needs. Wilson is a Title1 school and receives adequate Federal funding. Due to wind and solar fields being developed this year, Wilson ISD will be proposing a bond issuance for a new, state of the art building to enhance the grant and future needs of the district.

WISD will provide and encourage educational opportunities for our faculty with the intention of retaining staff. Our current teacher retention rate is 75%. We anticipate this increasing. We will maintain high academic standards which should entice top students in the region who seek dual-credit opportunities. Currently our student numbers are indicating steady student growth that will translate to more state funding. In addition, we are looking at proposing a bond to construct a new campus which will accommodate this anticipated growth. This growth should help sustain the early college high school program.

WISD will work with the Texas Worforce Commission to identify career pathways and clusters to focus our ECHS courses on the growing fields of solar and wind energy which continue to grow in the Wislon area.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	**N/A**
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	**N/A**

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	**N/A**
Description of the modification:	**N/A**
How intent of the original element remains/will be met:	**N/A**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Data sources that were used by the district include state assessment data both school wide and district wide, mostly STAAR schores, 6 weeks tests scores, semester test scores. Students' growth – the change in achievement for an individual studetns between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The teacher leaders will conduct weekly observation-based assessments and walkthroughs, which will also be used to guide professional development on an on-going basis. This information will be used determined by observations using a rubric and responsibility instrument in determining teacher persormance.
Describe how the evaluation system was developed with teacher and principal involvement:	During our TTIPS, Cycle 2 grant, administrators, teachers, principals, DSCI, PSP were all involved in developing an evulation system. This system will be observed, improved and updated during our purposed Cycle 5 grant.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Awards will be available to staff that met the requirements in Wilson ISD's Teacher Incentive Plan. The model will be based on several factors including School-wide student achievement, classroom achievement, teacher observations and walk throughs, teachers' skills knowledge and responsibilities.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Weekly observations will be conducted by our teacher leaders, DSCI, principal, and PSP, weekly review of lesson plans and tests scores will be reviewed in leadership meetings and a plan will developed to assist struggling and new teachers through mentoring and additional professional development, with follow-up sessions and classroom observations in on-going walkthroughs.
Describe the criteria established for educator removal:	Educator removal will be done on a case to case basis, each teacher will be required to sign a Teacher Incentive Plan Fact sheet/contract at the beginning of the year or grant period.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD's ECHS will be designed to ensure that all students, regardless of their circumstances, not only are prepared to succeed in college but also are provided the opportunity to prove that they can succeed at the postsecondary level, while still in high school. WISD's ECHS program will blend academic rigor with a strong system of non-academic supports, social-emotional, and community-oriented services.

Non-Academic Supports:

The district will provide non-academic support to our students that will include social skills, study habits, and time management strategies. The district will hire a counselor and a community liaison to provide students with non-academic, social-emotional, and community-oriented services that will be provided to students to assist students in succeeding in our ECHS. Counselor will assist students with their Individual Graduation Plans, college applications, and college funding strategies. Non-Academic Supports include:

- One-on-one counselor-student conferences to develop and update IGP's and career pathways.
- Mentor services will be provided to any WISD high school student in need of assistance.
- College Campus Visits – students are provided transportation to tour 2 Texas college campuses per year.
- College Representatives - provide various degree plan information and information on dual credit classes that are available to students.

Social-emotional Supports:

The Leadership team, DSCI, PSP, Counselor and community liaison will focus students on college-going culture activities and strategies. The district's ECHS will be designed to ensure that all students, regardless of their circumstances, not only are prepared to succeed in college but also are provided the opportunity to prove that they can succeed at the postsecondary level, while still in high school. WISD's ECHS program will blend academic rigor with a strong system of academic supports. Staff will also encourage students to believe in High Expectations for ALL Students type culture! The district believes that high expectations lead to higher achievement. It is no longer acceptable to focus high expectations only on the college-bound students. High expectations must become the norm within high school. Twenty years ago, the report "A Nation at Risk" called for more academic course taking among high school students. A rigorous curriculum built on high standards is the key to increasing expectations for all students. Students of all abilities learn more in academically rigorous courses. There are several documented benefits for students who take challenging academic classes in high school, especially for those students considered "at risk" of failing.

- Those that enter high school with test scores in the lowest quartile learn more in academically rigorous courses than they do in either the low-level vocational or general courses in which they are traditionally enrolled.
- Students are more likely to pass high-level courses than low-level courses. Thus, the research suggests that increasing access by all students to advanced academic coursework will improve student academic achievement.
- Students expected to master more demanding curricula are more likely to persist in school, achieve at higher levels, and be better prepared for the work force after their formal education ends.

Community-oriented services:

The Counselor and community liaison will work with students to provide community services where needed. The district will assist students with the tools they need by empowering students to stay in school, academically succeed and better their lives through education. Our staff will work to identify students who are at risk of dropping out, assess their individual needs and then provide a solution through community services, social services, health care, financial services, mentors and volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):
Statutory Requirement 10: Developing an Early College school-wide strategy Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	**Texas Tech University** will be the district's IHE partner for our ECHS grant. The primary point of contact for purposes of the grant will be determined during the planning phase of our program. By the start of TTIPS full-implementation (Fall 2017), the district will have a partnership between the school district and an institute of higher education (IHE), **Texas Tech University,** that is: • marked by a signed Memoranda of Understanding with current signature each year of implementation. • addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation; • will include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; • includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS. The district's primary point of contact with Texas Tech is Genevieve Durham, Vice Provost for Academic Affairs, (806) 742-2184.
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	Final details of our MOU with Texas Tech University will be determined during the planning phase of our program. The MOU will include the fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	The district will provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program will provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following: Beginning in TTIPS first year of full-implementation (Fall 2017), we will have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree. By TTIPS second year of full-implementation (Fall 2018), we will have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The district will also possess a written course of study plan showing how students will progress as an ECHS graduate. The plan will provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. Wilson ISD is a very small, rural school district with a total number of students in grades EE-12 of 116 and total teaching staff of 14. The district was awarded a TTIPS, C2 grant and used that funding to improve our academic scores and Met Standard on our 2015 Accountability Rating. The district feels that the next logical step for our small school will be to implement an ECHS, especially with new industry in the wind and solar industries moving into our area. Working with Texas Tech University and the Texas Workforce Commission we can streamline some of our courses around the wind and solar industry pathways or industry clusters. Due to our size, lack of available staff with time to invest in developing a detailed college course catalog, the district will need the funding available through the TTIPS, Cycle 5 grant to have the planning time and staff in order to develop a more detailed ECHS list of courses. The district is dedicated to the success of our students and community and if funded will work with our partners and the Texas ECHS Blueprint to develop the best small-school ECHS in Texas!

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	As previously stated, the district will provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program will provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following: Beginning in TTIPS first year of full-implementation (Fall 2017), we will have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree. By TTIPS second year of full-implementation (Fall 2018), we will have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12. Counselor will assist students with their Individual Graduation Plans, college applications, and college funding strategies. Non-Academic Supports include: • One-on-one counselor-student conferences to develop and update IGP's and career pathways. • Mentor services will be provided to any WISD high school student in need of assistance. • College Campus Visits – students are provided transportation to tour 2 Texas college campuses per year. • College Representatives - provide various degree plan information and information on dual credit classes that are available to students. The Counselor and community liaison will work with students to provide community services where needed. The district will assist students with the tools they need by empowering students to stay in school, academically succeed and better their lives through education. Our staff will work to identify students who are at risk of dropping out, assess their individual needs and then provide a solution through community services, social services, health care, financial services, mentors and volunteers.

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	**N/A**
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	**N/A**

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Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	**N/A**
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	**N/A**

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Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	**N/A**
Indicate the number of existing staff rehired for work in the turnaround model implementation:	**N/A**
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	**N/A**
Indicate the number of new staff hired for work in the turnaround model implementation:	**N/A**
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	**N/A**

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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	**N/A**
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	**N/A**
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	**N/A**

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Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***improve the instructional program*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Improve the Instructional Program***

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Improve Student Achievement in Reading/ELA; implement a data-driven reading program.	Schedule #7 Payroll Costs – Teacher Facilitator for Curriculum, Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to improve student achievement Schedule #9 Supplies and Materials – Technology devices to support grant activities to improve student achievement, Curricular Materials – books, ibooks Schedule #10 Other Operating Costs – Field trips, travel for staff
2.	Improve Student Achievement in Mathematics; implement a data-driven math program.	Schedule #7 Payroll Costs – Teacher Facilitator for Curriculum, Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to improve student achievement Schedule #9 Supplies and Materials – Technology devices to support grant activities to improve student achievement, Curricular Materials – books, ibooks Schedule #10 Other Operating Costs – Field trips, travel for staff
3.	Improve Student Achievement in Science; implement a data-driven science program.	Schedule #7 Payroll Costs – Teacher Facilitator for Curriculum, Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to improve student achievement Schedule #9 Supplies and Materials – Technology devices to support grant activities to improve student achievement, Curricular Materials – books, ibooks Schedule #10 Other Operating Costs – Field trips, travel for staff

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4.	Develop data-driven instruction for all content areas.	Schedule #7 Payroll Costs – Teacher Facilitator for Curriculum, Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to improve student achievement Schedule #9 Supplies and Materials – Technology devices to support grant activities to improve student achievement, Curricular Materials – books, ibooks Schedule #10 Other Operating Costs – Field trips, travel for staff
5.	Develop curriculum alignment both horizontal and vertical.	Schedule #7 Payroll Costs – Teacher Facilitator for Curriculum, Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to improve student achievement Schedule #9 Supplies and Materials – Technology devices to support grant activities to improve student achievement, Curricular Materials – books, ibooks Schedule #10 Other Operating Costs – Field trips, travel for staff

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TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***increase teacher quality*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Increase Teacher Quality***

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Develop a principal and teacher evaluation system that is rigorous, transparent and equitable using multiple factors.	Schedule #7 Payroll Costs – DSCI position that will be assisting in developing evaluation systems to increase teacher quality Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist in developing evaluation systems to increase teacher quality Schedule #10 Other Operating Costs – Travel to PD and other training activities
2.	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff with embedded PD Schedule #10 Other Operating Costs – Travel to PD and other training activities
3.	Increase the number of teachers and staff changing instructional practices resulting from professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff with instructional practices Schedule #10 Other Operating Costs – Travel to PD and other training activities
4.	Increase on-going job embedded professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality Schedule #10 Other Operating Costs – Travel to PD and other training activities

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5.	Increase teacher quality through on-going job embedded professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality Schedule #10 Other Operating Costs – Travel to PD and other training activities

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TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***increase leadership effectiveness*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Increase Leadership Effectiveness***

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Develop a principal and teacher evaluation system that is rigorous, transparent and equitable using multiple factors.	Schedule #7 Payroll Costs – DSCI position that will be assisting in developing evaluation systems to increase leadership effectiveness Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist in developing evaluation systems to increase leadership effectiveness Schedule #10 Other Operating Costs – Travel to PD and other training activities
2.	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff with embedded PD Schedule #10 Other Operating Costs – Travel to PD and other training activities
3.	Increase the number of teachers and staff changing instructional practices resulting from professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff with changing instructional practices Schedule #10 Other Operating Costs – Travel to PD and other training activities
4.	Increase on-going job embedded professional development.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff with embedded PD

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		Schedule #10 Other Operating Costs – Travel to PD and other training activities
5.	Provide operational flexibility to increase leadership effectiveness.	Schedule #7 Payroll Costs – DSCI position that will be assisting in developing operational flexibility to increase leadership effectiveness Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist in developing operational flexibility to increase leadership effectiveness

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TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***increase use of quality data*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Increase Use of Quality Data to Inform Instruction***

	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Increase the percentage of teachers using data to improve instruction by 25% per year.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training in using data to improve instruction Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff using data to improve instruction Schedule #10 Other Operating Costs – Travel to PD and other training activities
2.	Improve ongoing data communication between staff through staff meetings, email.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to attend staff meeting and other grant related activites regarding communication Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase the use of data to inform instruction, PSP position that will assist staff using data to improve instruction
3.	Increase the percentage of teachers and staff trained on data disaggregation techniques by 25% per year.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training in using data to improve instruction Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff using data to improve instruction
4.	Develop processes to make appropriate decisions based on data.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training in using data to improve instruction Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff using data to improve instruction

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5.	Increase the amount of time teachers are using data during team planning.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to receive training in using data to improve instruction during team planning sessions Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase teacher quality, PSP position that will assist staff using data to improve instruction during team planning sessions

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TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***increase learning time*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Increase Learning Time***

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Increase learning time through flexible scheduling.	Schedule #7 Payroll Costs – DSCI position that will be assisting in developing plans to increase learning time through flexible scheduling, Substitute Pay, Extra duty pay for staff Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase learning time, PSP position that will assist in developing plans to increase learning time through flexible scheduling Schedule #10 Other Operating Costs – Travel to PD and other training activities
2.	Increase learning time through instructionally-focused calendars.	Schedule #7 Payroll Costs – DSCI position that will be assisting in developing plans to increase learning time through flexible scheduling, Substitute Pay, Extra duty pay for staff Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase learning time, PSP position that will assist in developing plans to increase learning time through flexible scheduling
3.	Increase learning time through staff collaborative planning.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to increase learning time through staff collaborative planning Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase learning time, PSP position that will assist staff to increase learning time through staff collaborative planning
4.	Increase the total number of school hours during the day to include additional time for instruction in core academic subjects.	Schedule #7 Payroll Costs – Substitute Pay, Extra duty pay for staff to increase learning time for instruction in core academic subjects Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase learning time, PSP position that will assist staff to increase learning time for instruction in core academic subjects

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5.	Increase the amount of one on one time for students in all content areas.	Schedule #7 Payroll Costs – Tutors to provide 1 to 1 teaching/learning, Substitute Pay, Extra duty pay for staff to increase 1 to 1 teaching/learning in all content areas Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase 1 to 1 teaching/learning in all content areas

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **153-907**	Amendment # (for amendments only):

TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***increase parent/community engagement*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Increase Parent/Community Engagement***

	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Increase the number of partnerships with community and social service organizations to extend support to parents.	Schedule #7 Payroll Costs – Community liaison to assist in increasing the number of partnerships with community and social service organizations to extend support to parents, DSCI position that will be assisting in developing plans to extend support to parents Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase the number of partnerships with community and social service organizations to extend support to parents
2.	Increase the total number of parents participating in school sponsored activities and organizations.	Schedule #7 Payroll Costs – Community liaison to assist in increasing the total number of parents participating in school sponsored activities and organizations, DSCI position that will be assisting in developing plans to extend support to parents Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase the number of partnerships with community and social service organizations to extend support to parents
3.	Increase the number of workshops for parents on curriculum and test prep resources.	Schedule #7 Payroll Costs – Community liaison to assist in increasing the total number of workshops for parents on curriculum and test prep resources., DSCI position that will be assisting in developing plans to extend support to parents Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase the number of workshops for parents on curriculum and test prep resources.

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4.	Increase parental involvement through increased opportunities for input regarding our ECHS program.	Schedule #7 Payroll Costs – Community liaison to assist in increasing parental involement, DSCI position that will be assisting in developing plans to extend support to parents Schedule #8 Pro and Contract Services – Professional development providers that will provide PD to staff to increase parental involement

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **153-907** | Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***improve school climate*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Improve School Climate***

	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Increase the total number of students receiving counseling services.	Schedule #7 Payroll Costs – Community liaison to assist in increasing the number of students receiving counseling services , DSCI position that will be assisting in developing plans to increase student counseling services
2.	Increase the total number of students participating in extended tutorial school activities.	Schedule #7 Payroll Costs – Tutors to provide extended teaching/learning time, Substitute Pay, Extra duty pay for staff to provide extended teaching/learning time
3.	Decrease the number of discipline referrals.	Schedule #7 Payroll Costs – Community liaison to assist in increasing the number of students receiving counseling services , DSCI position that will be assisting in developing plans to increase student counseling services
4.	Increase attendance by providing students positive support services.	Schedule #7 Payroll Costs – Community liaison to assist in increasing the number of students receiving counseling services , DSCI position that will be assisting in developing plans to increase student counseling services
5.	***(Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)***	

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **153-907** | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐

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